DOCUMENT RESUME

ED 149 622 FL 009 210

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TITLE Monopoly Curriculum Guide.
PUB DATE Oct 77
NOTE 8p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Adult Basic Education; Arithmetic; Basic Skills; Behavioral Objectives; Correctional Education; Criterion Referenced Tests; *Curriculum Guides; Educational Games; *English (Second Language); *Games; *Institutionalized Persons; Language Instruction; Language Skills; Learning Activities; *Second Language Learning; Student Evaluation; Unit Plan; Units of Study; Vocabulary
IDENTIFIERS *Monopoly (Games)

ABSTRACT

Curricula for English as a second language geared toward youth and adults in correctional institutions are rare. Using the popular Parker Brothers game, "Monopoly," a learning unit was prepared combining high motivation and entertainment with practice in survival language and computational skills in a real-life situation. This unit is aimed at students capable of functioning at least on the intermediate level of English. The guide outlines the game's behavioral objectives and the criterion-referenced testing method to be used in connection with the game. (Author/AM)

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MONOPOLY CURRICULUM GUIDE

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October 1977

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MONOPOLY USED IN ESL ADULT PROGRAM

1. Introduction and Rationale

1.1 No one has a monopoly on the way "monopoly" is played, communicated recently the Copley News Service (Hartford Courant, September 14, 1977). Monopoly was born during the depression in the home of Charles Darrow, a heating and engineering salesman, who lived in Germantown, Pennsylvania. Since 1935, when monopoly was first published by the toy manufacturing Parker Brothers, more than 80 million sets have been sold. Monopoly is now in 25 countries and has been translated into 14 languages and Braille. Out of this international popularity grew the World Monopoly Championships, first introduced 3 years ago, and its supporters envision the game becoming as popular a competition game as chess and bridge.

1.2 Sharing the interest for this game and seeing its high content of real life situations, I have tried to use it as a learning package in my ESL and ABE groups. Once a week, preferably on Friday, I have invited 3 or 4 students to play the game. Whatever I intended to do instructionally is partially described below. My major goal has been that of finding a way of achieving APL objectives in ESL program, with a student population that has more than average stress and tension and live in a restricted environment.

1.3 The players, in my experience, should be at ESL high level II or III of the standard classification adopted by Hartford Board of Education in its ESL Program, edited by Lois Maglietto, Director of ESL Curriculum.

2. Monopoly's Behavioral Objectives for ESL Students

2.1 The ESL student must act out the real life situations simulated in the development of the Monopoly game from the beginning to the end.

2.1.1 using the target language terminology, in reference to buying, selling, paying rent, paying the utilities bills, building houses, hotels, riding on trains, collecting benefits, paying insurance premiums. The vocabulary to be acquired includes the following:

avenue	community chest	jail	sell, selling
bank	deed	money	street
banker	dice	mortgage	tax
bankruptcy	dollar	park	throw, throwing
bond	electricity	pay, paying	title deed
boulevard	free parking	premium	train
buy, buying	give, giving	price	turn
card	go, going	property	utilities
chance	hotel	railroad	value
change	house	rent	visit
chest	income tax	rich, -er	walk
collect, collecting	insurance	ride, riding	water
			win, winning

2.1.2 using the target language terminology in reference to saying numbers, changing money and dealing the transactions with the Bank. The on-going practice within this simulation of reality includes the use of some or similar sentences:

2.1.2.1 with the banker:

Can you change $100.00, please?
Please, change this $50.00 bill.
I collect the $200.00.
Here's the $50.00 to get out of jail.
I want to build 3 houses on my property.
I want to buy that piece of property.
Would you mortgage this property for me, please?
How much for that property?
What is its price?

2.1.2.2 with other players:

Pay me the rent.
Pay $22.00 for rent.
Here is your change.
This is your money back.
Would you sell for $350.00?
How much for it?

2.2 The ESL student must successfully be able to give and ask information about road and street names.

2.2.1 by being capable of reading the Title Deeds (8 kinds) of the many properties (cfr. section 2.6);
2.2.2 by being capable of recognizing the Title Deeds by their colors and grouping them accordingly; colors and names of the deeds will associate in the players' minds;
2.2.3 by being capable of reading the Title Deeds of the different services (4 kinds) of transportation and utilities (light and water).

2.3 The ESL student must act out (that is, do what they say) the meaning of the behavioral statements (orders, directions).

2.3.1 given by the Chances Cards:

Pay poor tax of $15.00.
Make general repairs on all property.
Get out of jail free.
Your building and loan matures, collect $150.00.
Bank pays you dividend of $50.00
Elected chairman of the board; pay each player $50.00.
Go back three spaces.
Take a ride on the Reading. If you pass GO, collect.
Advance to GO.
Advance to St. Charles Place. If you pass GO, collect.
Advance to Illinois Avenue.
Advance token to nearest utility.
Advance token to the nearest Railroad...
Take a walk. Advance token to Boardwalk.

2.3.2 given by the Community Chest Cards:

Advance to GO.
Go to Jail directly.
Get out of jail free.
Pay school tax of $150.00.
Pay Hospital $100.00.
Doctor's fee. Pay $50.00
You are assessed for street repairs...
Life Insurance matures. Collect $100.00.
From sale of stock. You get $45.00.
Grand Opera Opening. Collect $50.00 from every player.
You inherit $100.00.
Bank error in your favor. Collect $200.00.
Receive for services $25.00.
Xmas fund matures. Collect $100.00.
You have won second prize in a beauty contest. Collect $100.00.
Income Tax refund. Collect $20.00.

2.4 The ESL student must understand and use properly, according to the rules of the game, at 90% approximation, the vocabulary of buying real estate, selling real estate, mortgaging real estate (cfr. section 2.1.1).

2.5 The ESL student must be able to use basic computational skills during the simulation game in:

ADDING as the situation requires (dice throwing);
SUBTRACTING as the situation requires (changing money);
MULTIPLYING as the situation requires (paying for utilities);
DIVIDING as the situation requires (paying each other player).

All the above behavior should be accomplished with almost 100% approximation; these skills cover only whole numbers.

2.6 The ESL student must be able to make report of his personal financial estate, at the end of the game action or at any moment decided by the banker. (cfr. section 3.4).
He should be able to use the form below or anything similar to it:

INDIVIDUAL ESTATE FORM

A. CASH ON HAND:

$500.00 x _____ = $_____
100.00 x _____ = _____
50.00 x _____ = _____
20.00 x _____ = _____
10.00 x _____ = _____
5.00 x _____ = _____
1.00 x _____ = _____

TOTAL ON HAND $========== (A)

B. BUILDINGS:

Houses # _____ (how many) x _____ (price) = _____

Hotels # _____ x _____ = _____

TOTAL ON BUILDINGS $========== (B)

C. RAIL ROADS (RR):

Short Line ( ) $_____
Reading RR ( ) _____
Pennsylvania ( ) _____
B & O RR ( ) _____

TOTAL $========== (C)

D. UTILITIES:

Water ( ) $_____
Electricity ( ) _____

TOTAL $========== (D)

E. TITLE DEEDS:

Mediterranean Street _____
Baltic Street _____ _____

Oriental Street _____
Vermont Street _____
Connecticut Avenue _____ _____

St. Charles Street _____
Tennessee Avenue _____
New York Avenue _____ _____

Kentucky Avenue _____
Indiana Avenue _____
Illinois Avenue _____ _____

Atlantic Avenue _____
Vermont Avenue _____
Marvin Gardens _____ _____

Pacific Avenue _____
North Carolina _____
Pennsylvania _____ _____

Park Place _____
Board Walk _____ _____

TOTAL VALUE OF TITLE DEEDS
$========== (E)

F. TOTAL ASSETS (sum of all totals)
A + B + C + D + E = _____
==========

3. Monopoly's Behavioral Objectives Evaluation: A Criterion-Referenced Test

3.1 The test to be used to evaluate the different levels of behavioral objectives listed gradually, as different steps, in section 2, should be the one called "criterion-referenced test". George P. De George's "Steps in the Development of a Criterion-Referenced Test", in The Bilingual Journal (February, 1977), says:

> (...) a criterion-referenced test provides information about the specific knowledge and skills of examinees and yields scores in terms of tasks or performances. Criterion, in this context, means that students performance on tasks can be interpreted without reference to the performance of others; in other words, students scores are not given meaning by comparing them with those of classmates or an outside norm group.

In one word, testing is totally individual-oriented.

3.2 The group of the players, with their performance of the tasks required by the rules of the game, constitutes the setting of interplay and interaction for the individual-centered criterion reference testing. Every player is reenforced or discouraged from a specific behavior that is or is not permitted in order to achieve the specific objectives listed, by the counteraction of the other players within the game itself.

3.3 Students (players) must be told that the only acceptable way of communication is the target language. Their success in the situation is conditioned to their proper use (85-90% approximately) of the target language (see section 2). They should be told that they would be automatically taxed and billed a defined amount of money for every time they would use other language than the target one during their transactions with other players and/or banker. The amount of money billed would be justified by the extra expenses needed for translation and office work. This would be in line with the "simulation" of the "real life", of which our player should become a competent functional member (see section 1.2).

3.4 The person who functions as banker within this limited and controlled "situation" would be the legal agent for the collection of these extra-payments. They may be fixed at $20.00 a word or $100.00 a sentence in a non-target language. The supervisor, teacher or leader, should play the role of the banker for obvious reasons:

3.4.1 he/she would be able to keep the "simulation" within the limits assigned and control the behavioral tasks assigned (described at section 2);

3.4.2 he/she would take time to explain and present the "model" that the player-student must imitate in order to achieve the behavioral objectives.

4. Conclusion

Monopoly, like any other very popular game, is certainly a great instructional tool. It seems to cover all the range of Bloom's taxonomy of possible types of skills and behavior: cognitive, affective and psychomotor.

In the situation of a teacher within Correction, this game seems to assume even higher learning potential because of its creative and fictional (situational) reality, capable therefore of offering a remedy and a therapy, not an escape, to the temporal loss and limitation of personal freedom suffered by our students.

As we stated at the beginning (section 1.2), with this experiment in education, we meant only good, that is, we meant to make more competent functional citizens out of our ESL speaking population. It goes by itself that, with some modifications in the behavioral tasks, this unit can be used with ABE students and other groups.

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